



# **Stamford Park Primary School Application Pack for Candidates**

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# STAMFORD PARK PRIMARY SCHOOL

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## 1.0 Letter from Chair of Governors

20<sup>th</sup> January 2022

Dear Candidate

My fellow governors and I look forward to welcoming you to our school. Founded in 1906, and still occupying the original buildings, Stamford Park Primary School (SPPS) currently educates 471 children from Reception through to Year 6, together with an additional 33 pupils in our Nursery.

Despite our long history, we only opened as a primary school in September 2021, as a result of the amalgamation of Stamford Park Infant School and Stamford Park Junior School. Our priority is to appoint a new Headteacher who will have a clear strategic direction, and the vision and determination to lead SPPS into the next phase of its existence.

You will have the opportunity to work with talented, enthusiastic staff, who are committed to achieving the best outcomes for every student.

You will challenge and empower our staff to develop their teaching practice, and you will oversee and enhance the learning experience for our pupils.

You will work closely with our committed and experienced governing body and communicate effectively with the parents and guardians of our pupils.

We encourage you to make an appointment to look round the school and talk to our current Headteacher.

Kind regards

**Jane Whittaker**  
Chair of Governors

## 1.1 Introduction

This information pack has been assembled to provide you as a prospective leader of Stamford Park Primary School (SPPS) with an overview of our school and offers some practical information which will be of use to you. Our website at [www.spprimary.org.uk](http://www.spprimary.org.uk) will also give you an insight into school life. Please note though, that our website is currently under review as a result of our recent amalgamation in September 2021 and is not fully up to date at the moment.

We also encourage you to contact the school office to arrange a school visit to experience our curriculum and meet our highly motivated and engaged children and staff. It is hoped that COVID rules will allow such visits to proceed.

Having obtained a Good rating from Ofsted in 2020, the upcoming retirement of our Headteacher means we are now looking for an outstanding leader who will be visible and approachable and who can continue to raise standards across the school.

## 1.2 Our School Ethos

The school, in partnership with parents, aims to help each individual child to achieve his or her full potential, by providing enhanced opportunities for intellectual, moral, spiritual, social and physical development, within the context of a stimulating, caring, supportive and orderly environment, which has high expectations of all its members.

## 1.3 Our School Values

We will all work together and behave with care, consideration, co-operation, courtesy and commitment towards everyone within our school community. (The 5Cs)

## 1.4 The School Site

Stamford Park Primary School was formed in September 2021 following the amalgamation of Stamford Park Infant School and Stamford Park Junior School which opened in 1906. The site includes the historic Junior School, Infant School, Caretaker's House and is Grade ii listed.



[Stamford Park junior and infant schools, master's house and play sheds with surrounding walls, gates and railings, Non Civil Parish - 1467906 | Historic England](#)

The school accommodation comprises, Single Storey Junior and Infant Blocks linked via a later addition kitchen, a separate Nursery building which opened in September 1993, 3 playgrounds, a MUGA pitch and a substantial Playing Field opposite the school site.

Over recent years the school has opened its own extended school day provision, which is now a thriving enterprise providing breakfast, after-school and an external provider for holiday care. This has a significant impact on supporting the school budget, with the profits being reinvested in the school community.

Both schools previously had very active PTAs, which have merged seamlessly following amalgamation. There are a wide range of fundraising and social activities scheduled for the coming academic year and over previous years both PTAs have raised large amounts of money which has been spent on the schools for the benefit of all children.

## **1.5 Location**

Stamford Park Primary School is a maintained school located almost equidistant from the thriving village of Hale and the town of Altrincham. It is just over a 10 minute walk from both Hale Railway Station and Altrincham (Bus, Tram, Rail) Interchange.

Altrincham is Trafford's largest Town Centre with a historic market, combined with recently developed modern facilities. It has a comprehensive array of specialist and independent businesses, major high street names, 2 cinemas, an ice rink and excellent eateries. Hale Village is packed with unique restaurants, bars, hairdressers, beauty salons, art galleries and a library.

## **1.6 SPPS Pupils**

The school currently has 471 on roll (PAN 490). We offer a 52 place nursery (FTE 26) with the majority of pupils taking a part time place.

The catchment area spreads across differing social and economic contexts. SPPS currently has 2 looked after children. The number of children accessing Pupil Premium is relatively low. The school is currently experiencing a growth in EAL children (currently 34%), but only a small number of these require additional support.

We have high expectations for behaviour. School attendance is high at 97% (summer term 2021) & 95% (autumn term 2021)



## 1.7 Progress & Attainment

Our children achieve excellent results.

### KS1 results 2018/2019 (Pre Covid)

Reading – 86%

Writing – 86%

Mathematics – 84%

Greater Depth Reading – 39%

Greater Depth Writing – 24%

Greater Depth Mathematics – 31%

### KS2 Results 2018/2019 (Pre Covid)

Reading – 93%

Writing – 93%

Mathematics – 88%

Greater Depth Reading – 52%

Greater Depth Writing – 36%

Greater Depth Mathematics – 58%

## 1.8 Governance

The school is well supported by the Board who play a vital role in the school community, through their committed and active strategic oversight of the school. The Board is chaired by Jane Whittaker, a longstanding governor, who is ably supported by 12 other governors and an associate governor. Effective governance is ensured through regular committee meetings, strong links between individual governors and subject/phase leads and regular site visits.

## 1.9 School Staff

All our staff are enthusiastic and have a passion for making teaching, learning and attainment outstanding for every child and staff turnover is low. In total there are 68 employees (28 teachers, 15 teaching assistants) and our midday assistants, administration staff and Site Manager. SPPS also runs in-house school catering and directly employs all kitchen staff ensuring the highest culinary and nutritional standards for school meals.

Each class has a designated teacher. Teaching assistants are deployed flexibly throughout each department, either being class based or having specialist roles. Additional specialist teachers provide music and physical education lessons to allow staff time for planning, preparation and assessment. We also have Forest School expertise, providing



Year 4 Pupil – “I feel great from the moment I walk into school because I’ve got a really nice teacher and everyone supports each other when they need help. Everyone is always very smiley here at SPPS!”





a specialised learning approach that offers children regular opportunities to achieve and develop self-confidence and self-esteem through hands-on learning experiences in the natural environment.

The Senior Leadership Team comprises the Headteacher, Head of School, Deputy Headteacher and Assistant Headteacher and support is provided by an experienced administrative team.



**Year 3 Pupil** "If you are ever stuck or worried, everyone helps you. Teachers are always on hand when you have a problem. I enjoy coming to school."

**Year 5 Pupil**– "I am always very excited to get into class because lessons are always fun. Classrooms are colourful and engaging. Whenever anyone feels sad, teachers and pupils all support each other in cheering people up!"



## **2.0 Job Advert**



**Required September 2022**

**Headteacher**

**Leadership scale L21 to L27 (£69,031 to £79,958)**

**Full time, Permanent Position**

This is an exciting time to join Stamford Park Primary School following the amalgamation of Stamford Park Infant School and Stamford Park Junior School in September 2021. We have a team of dedicated and talented staff, very supportive parents and a committed and experienced Governing Body. Our wonderful children are all eager to learn and develop. Our desire is that they enjoy their education, are successful and reach their own unique potential. Stamford Park currently has 471 pupils on roll (excluding the Nursery).

Our highly successful current headteacher is retiring and we are looking for a dynamic, creative and experienced person who is a proven team player to lead our school.

### **The successful candidate will:**

- have evidence of successful leadership and management as a headteacher, deputy headteacher or assistant headteacher in a primary school;
- possess skills and expertise to continue to develop the highest standards of teaching and learning;
- possess a good understanding of the statutory, financial and budgetary management required in the management of a primary school;
- possess the ability to inspire and motivate staff and pupils to perform to the best of their abilities;
- demonstrate excellent interpersonal communication skills;
- be approachable, caring and have integrity;
- have the commitment to develop further our strong partnerships with parents/carers, governors and the community;
- be involved fully in and passionate about all aspects of school life.

### **We can offer you:**

- the opportunity to guide the school through its development as a primary school following the amalgamation last year;
- a creative and nurturing environment;
- established, skilled, dedicated and supportive staff;
- enthusiastic, well-behaved and happy children who enjoy learning;
- a committed and supportive board of governors who provide an appropriate level of challenge;
- parents/carers who provide active and enthusiastic support to the school;
- a school that has occupied a strong place in the local community since 1905.

**Application packs are available from the school office or from the school website – <https://www.spprimary.org.uk/staff-vacancies/>**

You are warmly welcome to visit our school and arrangements can be made by telephoning the school office on 0161 928 3608 to arrange an appointment.

Application forms to be returned to John Nish, Trafford Primary School Improvement Advisor, by email to [John.Nish@trafford.gov.uk](mailto:John.Nish@trafford.gov.uk)

The post will be effective from 1<sup>st</sup> September 2022.

**Stamford Park Primary School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Enhanced checks through the Disclosure and Barring Service (DBS) will be required for this post.**

Closing date: **10am on 7<sup>th</sup> February 2022**

Shortlisting: **9<sup>th</sup> February 2022**

Assessment Tasks and Interviews: **22<sup>nd</sup> and 23<sup>rd</sup> February 2022**



## 2.1 Job Description



### Stamford Park Primary School

#### Headteacher Job Description

This job description reflects the **Headteachers' Standards** (2020). These standards are built upon the Teaching Standards (2011) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Body, the staff of the school, its pupils and the parents and carers of its pupils.

#### A. The Core Purpose of the Headteacher

The Headteacher is the prime mover in creating and inspiring the ethos and core values of this school, securing its mission statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

The core purpose of the Headteacher is to provide professional leadership and management for the school within the context of the Local Authority. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school. Accountable to the Governing Body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

## **B. The Three Domains of Headship**

### **Domains**

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of Headteachers. It consists of statements that define the behaviour and attitudes which should be expected of Headteachers.

The standards in section C cover interlinked domains of the Headteacher's role all underpinned by the governance and accountability domain.

### **Culture and ethos**

- school culture
- behaviour
- professional development

### **Curriculum and teaching**

- teaching
- curriculum and assessment
- additional and special educational needs

### **Organisational effectiveness**

- organisational management
- school improvement
- working in partnership

## **C. Ethics and Professional Conduct**

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness

- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, Headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

## **D. Headteachers' standards**

### **1. School culture**

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life

- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

## **2. Teaching**

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

## **3. Curriculum and assessment**

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

## **4. Behaviour**

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

## **5. Additional and special educational needs and disabilities**

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties regarding the SEND code of practice

## **6. Professional development**

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## **7. Organisational management**

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

## **8. Continuous school improvement**

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## 9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## 10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteachers.*

**The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.**



## Stamford Park Primary School

### 2.2 Person Specification



#### Person Specification for Headteacher

***The applicant will be required to safeguard and promote the welfare of children and young people***

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form (A), supporting statement, information gathered during the interview process (I), certificate checking (CC) and references (R).

#### **A: Qualifications**

Qualification requirements	Essential	Desirable	Source
Qualified Teacher Status (QTS).	X		A/CC
Degree.	X		A/CC
NPQH or equivalent.		X	A/CC

#### **B: Professional Development**

	Essential	Desirable	Source
Evidence of recent and appropriate professional development for the role of Headteacher.	X		A
Evidence of recent leadership and management professional development.	X		A
Up to date safeguarding training and knowledge of legislation for the protection of young people.	X		A
Has undertaken Designated Safeguarding Lead training or has a willingness to do so.	X		A
Has undertaken Unconscious Bias training or has a willingness to do so.	X		A

#### **C: School Leadership and Management Knowledge and Experience**

	Essential	Desirable	Source
Successful leadership as a Headteacher.		X	A
Successful leadership as a Deputy Headteacher or Assistant Headteacher.	X		A

Evidence of successfully leading school improvement.	X		A/I
Evidence of the application of strategies to review, evaluate and improve teaching and learning.	X		A/I
Experience of curriculum leadership and development.	X		A/I
Experience of working constructively with parents/carers.	X		A/I
Experience of monitoring staff performance.	X		A/I
Experience of effective budget management and financial analysis.	X		A/I
The ability to provide support and advice to the Governing Body to enable it to meet its responsibilities.	X		A/I
An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement.		X	A/I
To have had experience of guiding, coaching, mentoring or training individuals or teams.	X		A/I
Maintains good awareness of current national education policy and strategy.	X		A/I

**D: Experience and knowledge of teaching**

	Essential	Desirable	Source
Successful teaching of pupils in the primary phase.	X		A/R
Experience of teaching in more than one school.		X	A
To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase.	X		A/R
Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan.	X		A/I
Commitment to ensuring inclusion and addressing diversity positively.	X		A/I
A sound understanding of how children learn, how teachers can better teach and how to raise achievement for all pupils.	X		A/I/R

**E: Professional Attributes**

	Essential	Desirable	Source
An ability to create a positive school environment where staff and pupils thrive.	X		A/R
An ability to communicate effectively, both orally and in writing, with a range of audiences.	X		A/I
To be an effective and inspirational leader of learning demonstrating, promoting and encouraging excellent classroom practice.	X		A/I/R
A commitment to the professional development for all staff, and self.	X		A
Have a good commitment to sustained attendance at work.	X		A
Demonstrable ability to engage and work collaboratively with parents and carers.	X		A/I
The ability to effectively plan, prioritise and organise self and others.	X		A/R
The ability to develop and promote a distinctive curriculum with a focus on creativity and the arts.	X		A

**F: Personal Qualities**

	Essential	Desirable	Source
The capacity to provide inspirational, enthusiastic and innovative educational leadership.	X		A/I
A caring and considerate attitude towards children, with a passion for achieving the very best outcomes for all.	X		I/R

Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job.	X		A/I
An ability to establish effective working relationships with a wide and diverse range of people including pupils, colleagues, parents, governors, colleagues, other schools, professionals and wider community.	X		A/I/R
The ability to nurture and inspire confidence.	X		I
The ability to perform effectively under pressure.	X		I/R
The ability to build, create and then communicate a clear vision for the school.	X		I
Think analytically and creatively and demonstrate initiative in solving problems.	X		A/I/R
Be aware of their own strengths and areas for development.	X		A/I
Evidence of taking an active role in all aspects of school life.	X		A/I

#### **G: Safeguarding**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Displays commitment to the protection and safeguarding of children and young people.	X		A/I/R
The ability to form and maintain appropriate relationships and personal boundaries with young people.	X		A/I/R
Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people.	X		A/I/R
Will co-operate and work with relevant agencies to protect young people.	X		A/I/R

#### **H: Professional Skills**

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers' Standards 2020 which also form the basis of the Job Description for a Headteacher in a LA maintained school.

Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in Stamford Park Primary School.

In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

- Culture and Ethos
- Curriculum and Teaching
- Organisational effectiveness including Governance and Accountability

**Candidates are therefore asked to structure their supporting statement under the above headings.**

#### **I: Confidential References and Reports**

Positive recommendation from current employer.	E
Positive recommendation from Local Authority or MAT (as appropriate).	E

#### **J: Application Form and Supporting Statement**

*The current relevant Trafford Council application form must be fully completed and legible. **The supporting statement should not exceed 1300 words in length, be clear, concise and related to the post and setting applied for following the guidance outlined in section H above.** Where typed Ariel font, size 11 should be used.*